

Classical Civilisation

OCR GCSE in Classical Civilisation J280

OCR GCSE (Short Course) in Classical Civilisation J080

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IMPORTANT

Controlled Assessment is stored electronically and moderation samples submitted in their electronic format.

To offer this qualification, centres MUST:

1. Be a registered EDI (Electronic Data Information) user. For more information on EDI please go to the OCR website at www.ocr.org.uk or refer to the Entry Instructions within the Administrative Guide and Entry Procedures (E3) folder.

Basic guidance on the production of electronic Controlled Assessment is provided in Appendix C.

For further guidance on requirements for electronic Controlled Assessment and computer-based tests, contact general.qualifications@ocr.org.uk

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1 About these Qualifications

This booklet contains GCSE and GCSE (Short Course) specifications in Classical Civilisation for teaching from September 2009.

This specification meets the requirements of the Qualification and Curriculum Authority for GCSE specifications and the Subject Criteria for Classical Civilisation.

This qualification provides an excellent introduction to the Classical World, covering the study of both Greek and Roman literature and civilisations. The GCSE has been designed to be flexible, accessible and attractive to a wide variety of learners. The specification allows the study of Greek, or Roman, or Greek and Roman civilisation and literature in translation options. There is also the option to take Classical Civilisation GCSE as a short course, which offers further flexibility and allows candidates to focus on either literature in translation, or civilisation options, or a mixture of both. The new specification also features controlled assessment which allows candidates to develop research skills with the possibility of independent learning.

1.1 GCSE (Full Course)

From September 2009 the GCSE is made up of 4 mandatory units, A351, A352, A353 and A354. Units A351, A352 and A353 are externally assessed, whilst Unit A354 is controlled assessment.

1.2 GCSE (Short Course)

The GCSE (Short Course) is both a 'stand-alone' qualification and also half of the corresponding GCSE. The GCSE (Short Course) is assessed at the same standard as the corresponding two year GCSE course.

From September 2009 the GCSE (Short Course) is made up of 2 units; one of which is controlled assessment and one of which is externally assessed. These form 50% of the corresponding GCSE (Full Course). The controlled assessment unit A354 is mandatory. In addition candidates must take any one from Units A351, A352 and A353.

1.3 Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR GCSE in Classical Civilisation.
- OCR GCSE (Short Course) in Classical Civilisation.

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.4 Aims and learning outcomes

GCSE specifications in classical subjects aim to:

- encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to gain an insight into related sectors
- prepare candidates to make informed decisions about further learning opportunities and career choices.

The aims of this specification in Classical Civilisation are to encourage candidates to:

- actively engage in the process of enquiry into the classical world so that they develop as effective and independent learners and as critical and reflective thinkers
- acquire, through studying a range of appropriate sources, knowledge and understanding of selected aspects of the classical world
- develop awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times
- develop and apply analytical and evaluative skills at an appropriate level
- make an informed, personal response to the material studied.

1.5 Prior Learning/Attainment

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

2 Summary of Content

2.1 GCSE Units

Unit A351: *City Life in the Classical World*

- *Option 1: Athens*
- *Option 2: Rome*

Unit A352: *Epic and Myth*

- *Option 1: Homer The Odyssey*
- *Option 2: Ovid Metamorphoses*

Unit A353: *Community Life in the Classical World*

- *Option 1: Sparta*
- *Option 2: Pompeii*

Unit A354: *Culture and Society in the Classical World*

- *Option 1: Sophocles Antigone*
 - *Option 2: Aristophanes Lysistrata*
 - *Option 3: The Olympic Games*
 - *Option 4: Virgil The Aeneid*
 - *Option 5: Pliny Letters*
 - *Option 6: Roman Britain*
-

2.2 GCSE (Short Course) Units

The GCSE (Short Course) units are identical to the GCSE units. The content summary for both can be found above in section 2.1.

To complete the GCSE (Short Course) candidates must study Unit A354 and **one** other unit.

3 Content

3.1 Unit A351: *City Life in the Classical World*

Candidates study for **either** option 1 **or** option 2.

Option 1: Athens

The focus on this option is the everyday life of an ancient Greek citizen in one of the most flourishing city states in ancient times. Candidates should have a basic understanding of the concept of democracy as practised by Athens.

Candidates are required to have knowledge and understanding of the following main areas of Athens life:

- Religion: its role and importance in the lives of the Greeks, including a number of festivals.
- The family in Athens: the roles and duties of its individual members and their homes
- Entertainment in Athens: the symbolism and appeal of these activities in the context of Athenian society.

Candidates will be expected to respond to literary and visual sources and to draw conclusions about the values and priorities of the citizens of Athens and the image Athens portrayed to other city states in Greece.

Specific Topics:

The gods	Zeus, Hera, Demeter, Poseidon, Hephaistos, Apollo, Artemis, Athene, Aphrodite, Ares, Dionysos (and his companion maenads and satyrs), Hermes. Their responsibilities and how they are typically represented in Greek art.
Temples	Religious functions: the position of the altar, the cult statue, use by worshippers. Typical layout with the Temple of Hephaistos (Theseion) as a specific example.
The Akropolis	The main buildings: the function layout and position of the temple of Athene Nike, the Erechtheion, the Propylia and the Parthenon (to include the Parthenon frieze showing the Panathenaia).
Sacrifice	Its purpose, surroundings, officials, animals, the ritual: the significance of the various stages.
The Panathenaia	The programme, the participants, its importance to the Athenians, the religious and political content.
The City Dionysia	Participants, programme, judging. The religious, political and theatrical content.

The Theatre of Dionysos	The shape, layout, position and use in performance of: the <i>skene</i> , <i>proskene</i> , orchestra, altar, <i>parodoi</i> .
Tragedy and Comedy	Actors: typical roles, masks, costumes and acting styles of tragic and comic actors and chorus members. Machinery: the uses of: the <i>mekhane</i> , the <i>ekklema</i> , scenery, sound effects.
The Oikos	The husband: his duties and role as <i>kyrios</i> , property rights, legal rights. The wife: her status as <i>kyria</i> , duties within the household, property rights. <i>Symposia</i> : organisation, guests, entertainment, purposes. Slaves: skilled and unskilled, ways to become a slave, purchase, duties inside and outside the home for both male and female slaves, opportunities for freedom.
Houses	Building materials, basic design, layout, furniture and the appearance of the rooms and areas. Religious items: herms, altar to Zeus Herkeios, hearth to Hestia.
Education	The education of boys and girls in preparation for their adult roles. The <i>paidotribes</i> , the <i>grammatistes</i> , the <i>kitharoidos</i> , the <i>paidagogos</i> , the <i>palaistra</i> .

Option 2: Rome

The focus of this option is the everyday life for an ancient Roman citizen in the capital of the empire. Candidates should have a basic understanding of Rome's status as the ruler of a vast empire.

Candidates are required to have knowledge and understanding of three main areas of Roman life:

- Religion: its role and importance in the lives of the Romans.
- The family in Rome: the roles and duties of its individual members.
- Entertainment and recreation in Rome: the appeal of these leisure activities in the context of Roman society and their value to the emperor in the control of its people.

Candidates will be expected to respond to sources and to draw conclusions about the values and priorities of the citizens of Rome and the image Rome portrayed to rest of her empire.

Specific Topics:

State Gods and goddesses	Jupiter, Neptune, Mercury, Mars, Pluto (Hades), Apollo, Juno, Venus, Minerva, Diana, Vesta and Ceres. Their responsibilities and symbols and how they are typically represented in Roman art.
Temples	Religious and other functions: the position of the altar, the cult statue, use by worshippers.
Sacrifice	Its purpose, surroundings, officials, animals, the ritual from the selection of the animal to the disposal of the remains.

The Vestal Virgins	<p>Their selection, duties and privileges, their code of behaviour, daily activities.</p> <p>The origin, importance and significance of the sacred flame.</p> <p>The festival of the <i>Bona Dea</i>.</p> <p>The Temple of Vesta in the Roman Forum.</p>
Mystery Religions	<p>Mithras: the myth associated with the cult and its significance, the different levels of initiation, the cult's appeal to its followers, the details of a typical temple, a typical meeting of the worshippers.</p> <p>Isis: the myth associated with the cult and its significance, the priests, the cult's appeal to its followers, the details of the celebrations, the details of a typical temple, a typical meeting of the worshippers.</p>
The Role of the <i>paterfamilias</i>	<p>His rights over family members and slaves, his involvement in the education of his son, the supervisory duties connected with religion, family finance, his responsibilities towards his clients.</p>
Women	<p>Status, rights and duties, daily activities, spinning and weaving, the supervision of slaves, the wife as mother.</p> <p>Marriage: betrothal, a typical wedding ceremony; procession to and arrival at the home.</p>
The Dinner Party (<i>cena</i>)	<p>The organisation, guests, entertainment, purposes.</p>
Slaves	<p>Ways to become a slave, skilled and unskilled slaves, purchase, duties inside and outside the home for both male and female slaves, opportunities for freedom.</p>
The Colosseum	<p>The arena, size, access, seating, structure, sub-structure, movement of fighters and animals from cells to the arena, use of scenery.</p>
A typical day at the Colosseum	<p>Animal shows: types of animal, the <i>bestiarius</i>, men versus animals, performing animals, fights between animals, hunts.</p> <p>Executions.</p> <p>Gladiator shows: origins as funerary honours, types of gladiator; <i>rhetaurus</i>, <i>secutors</i> (<i>samnites</i>, <i>myrmillo</i>), armour, weaponry, typical fights training (<i>ludi gladiatorii</i>), oaths, status.</p> <p>Audience involvement.</p> <p>The significance of the shows for both the Emperor and his citizens.</p>
The <i>Circus Maximus</i>	<p>The arena, its structure, size, the seating, the track, the <i>spina</i>, the <i>metae</i>, the <i>carceres</i>.</p>
A typical day at the races	<p>The day's events.</p> <p>The teams and colours, the dangers, the status of charioteers and horses, public attitudes, audience involvement, betting, the social significance of such events.</p>

3.2 Unit A352: *Epic and Myth*

Candidates study for **either** option 1 **or** option 2.

Option 1: Homer *The Odyssey*

This option will require candidates to have a detailed knowledge of the set books, and to analyse, evaluate and respond to them in their cultural and literary context.

Homer *The Odyssey* Books 5, 6, 7, 9 10 and 12.

Candidates should be able to demonstrate knowledge and understanding of the following:

Odysseus as a hero;

The role and characterisation of Odysseus, Calypso, Nausicaa, Alcinous, Arete, Polyphemus, the Cyclopes, Circe and Athene;

The Presentation of the Sirens, Scylla and Charybdis;

The role of the gods;

The role of women (to include Calypso and Circe as well as the mortal women);

Xenia (the guest-host relationship) in the *Odyssey*;

Civilisation and barbarism;

Homer's narrative and descriptive techniques;

Homer as a story-teller and the idea of epic.

Candidates may use any complete translation of the text. For the duration of this specification, extracts printed on the question paper will be taken from:

Homer, *The Odyssey* translated by E V Rieu, revised by D C H Rieu, Penguin, 1991 (2003), ISBN 0140449116

Option 2: Ovid *Metamorphoses*

This option will require candidates to have a detailed knowledge of the set books, and to analyse, evaluate and respond to them in their cultural and literary context.

Candidates will be expected to have a detailed knowledge of:

Ovid *Metamorphoses* Books 1, 3 and 8

Candidates should be able to demonstrate knowledge and understanding of the following:

The role and characterisation of Deucalion, Pyrrha, Daphne, Io, Cadmus, Semele, Teiresias, Narcissus, Echo, Pentheus, Minos, Scylla, Daedalus, Meleager, Althaea, Philemon, Baucis, Erysichthon;

The role and character of the gods;

Ovid's portrayal of relationships and emotions;

Morality in Ovid's stories;

The idea of metamorphosis;

Ovid's narrative and descriptive techniques.

Candidates may use any complete translation of the text. For the duration of this specification, extracts printed on the question paper will be taken from:

Ovid *Metamorphoses* translated by David Raeburn, Penguin, 2004, ISBN 9780140447897

3.3 Unit A353: *Community Life in the Classical World*

Candidates study **either** option 1 **or** option 2.

Option 1: Sparta

The focus of this unit is the unique social, political and military organisation of Sparta.

Candidates will be expected to have an understanding of the ethos of the Spartans and how such attitudes were encouraged and maintained in Sparta. Candidates should also be aware of the content and difficulties of assessing the value of non-Spartan sources on Spartan life. Some Spartan history should be studied in order to see Sparta acting as a military force in keeping with its ideals and goals.

Candidates should be able to demonstrate knowledge and understanding of the following:

The Spartan State	The geographical position of Sparta in Greece. Details of her policy towards and conquest of Messenia.
Sparta and other Greeks	The nature and limitations of the evidence: Aristophanes, Xenophon and Plutarch on women and education; Aristotle on education and government. Spartan attitudes to non-Spartans. Sparta's isolationism and the attitudes of other Greeks towards Sparta.
Social Structure	The <i>Spartiatiai</i> , the <i>Periokoi</i> (origins) and the Helots (origins). The different duties and roles of each class. The concept of <i>Eunomia</i> .
Culture/ Artistic achievements	Poetry (the nature of the content of the poems of Tyrtaios), bronze works, sculpture and pottery.
Government	Eligibility, election, duties, responsibilities and limitations of: The Kings, the <i>Ephors</i> , the <i>Gerousia</i> , the <i>Apella</i> .
Lykourgos	The legend of his establishment as a leader in Sparta. His contribution to education in Sparta.

Education of boys	<p>The purpose of the <i>agoge</i>.</p> <p>The treatment of boys, from birth to joining the military messes.</p> <p>Games, discipline, food, clothing, organisation (platoons, <i>eirenes</i>).</p> <p>The role of the <i>paidonomos</i>.</p>
Women	<p>Their upbringing, marriage, daily life, physical appearance, duties and land holding.</p> <p>Attitude of other Greeks.</p>
Military organisation	<p>The army's organisation and fighting methods.</p> <p>Training, appearance and equipment, (particularly based on statuary), accommodation.</p> <p>The <i>syssitia</i>, <i>krypteia</i>.</p>
The Spartan army in action	<p>An understanding of the basic facts on:</p> <p>The heroism of Leonidas and the 300.</p> <p>Candidates should be aware of the basic details of the account in Herodotus: <i>Histories</i>, Book VII, chapters 207 to the end, including the role and influence of Demaratus.</p>

Option 2: Pompeii

The focus of this unit is the study of Pompeii as a unique source for our understanding of everyday life in a prosperous town at the height of the Roman Empire.

In studying the individual aspects of Pompeii, candidates will be expected to assess the evidence provided by the town and to draw conclusions about its prosperity, the values and priorities of its citizens and the attractiveness of living in such a town. Candidates should recognise how life in Pompeii reflects the success of the Roman empire as a whole.

Candidates will also be expected to understand how the nature of Pompeii's destruction was a key factor in its preservation and thereby its value as an archaeological site.

Candidates should be able to demonstrate knowledge and understanding of the following:

The original site	Its advantages as a place for settlement.
Destruction	<p>The earthquake of 68 AD and volcanic activity immediately prior to 79 AD.</p> <p>The events of 24-26 August 79 AD; including the substances that buried Pompeii. Pliny as a source.</p> <p>Evidence of how the inhabitants died.</p> <p>The contribution of Giuseppe Fiorelli to the excavation.</p>

Houses	<p>The town house (<i>domus</i>): its design, layout, main rooms, decoration and furniture, with particular reference to:</p> <ul style="list-style-type: none"> (a) the House of the Vettii: the owners, the layout, particular rooms of special interest, decoration, unusual features, (eg: no Tablinum), objects found, mosaics and wall paintings, how the house reflected the tastes, values and wealth of its owners; (b) the House of the Faun: the owners, the layout, particular rooms of special interest, decoration, unusual features (eg. the double atrium), objects found, mosaics and wall paintings, how the house reflected the tastes, values and wealth of its owners; (c) the House of Loreius Tiburtinus/ Octavius Quartio: the owners, the layout, particular rooms of special interest, decoration, unusual features (eg. the garden - gallery and pergola), objects found, mosaics and wall paintings, how the house reflected the tastes, values and wealth of its owners.
The Forum	<p>The layout and the main buildings and their positions: Commercial buildings: Macellum, Eumachia, Weights and Measures office, granaries (<i>horrea</i>). Religious buildings: Temples of Jupiter/Apollo/Emperor (<i>Lares</i>). Political buildings: offices of the <i>aediles</i> and <i>duovirs</i>, Basilica, Comitium. Graffiti, statues of leading Pompeians, porticoes, stalls. The importance of the forum as a commercial, political, administrative, social and religious centre.</p>
Government	<p>The town council and magistrates. The duties and responsibilities of <i>decurions</i>, <i>duovirs</i> and <i>aediles</i>. Guilds and elections; political graffiti, election posters.</p>
Inns and <i>Thermopolia</i>	<p>Layout, evidence for types of food and drink sold, with specific reference to the Thermopolium of Asellina.</p>
The theatres	<p>The Large Theatre: size, design, including stage and scenery. Comedies and their production in Plautus' time: typical plots and types of character, use of masks. The Small Theatre (Odeon): size, design, types of performance (music, recitals, mime), meetings. Audience attitudes to shows in the theatres, their involvement and comfort.</p>

The Baths	<p>Candidates should have detailed knowledge of the Stabian Baths and the Forum Baths including: typical features, the layout, the heating system, the bathing experience (<i>apodyterium</i>, <i>palaestra</i>, <i>tepidarium</i>, <i>caldarium</i>, <i>frigidarium</i>), Other amenities</p> <p>The baths in relation to the climate, daily routine, business and social life of the Pompeians.</p>
The Amphitheatre and Barracks/Gymnasium	The buildings and their layouts, the shows, their purposes, the riot of 59AD and its consequences.
Death and burial	<p>Rituals concerning the body, purification of the house, the funeral procession, mourning for the dead, offerings to the <i>lares</i> and <i>manes</i>, cremation and burial.</p> <p>Tombs with particular reference to those of Umbricius Scaurus, the Istacides and Mamia.</p>

3.4 Unit A354: *Culture and Society in the Classical World*

This is a controlled assessment unit.
Candidates study for **one** option.

Candidates will be expected to have a detailed knowledge of the texts or material sources specified and to have an understanding of the social and cultural context of these sources.
Candidates are free to use any translation of the texts and source materials.

Option 1: Sophocles *Antigone*

Themes:

- Role and characterisation of Antigone and Creon
- The role and characterisation of the other characters and the Chorus
- The role of women
- The role of the gods, oracles, and fate
- Sophocles' literary and dramatic techniques and the staging of the play

Contexts:

- Greek mythological background
- The performance of the play and its audience
- The literary and cultural context of the play
- The political, social and moral context of the play

Option 2: Aristophanes *Lysistrata*

Themes:

- The role and characterisation of Lysistrata.
- The role and characterisation of the other characters and the Chorus.
- The role of women
- Aristophanes' dramatic and literary techniques
- Contemporary events referred to in the play

Contexts:

- The historical context of the play
- The political, social and cultural context of the play
- The performance of the play and its audience

Option 3: The Olympic Games

Themes:

- Organisation of the Olympic Games
- Programme of events
- Preparation for and participation in the Games
- Competitors and officials
- Religious aspects of the Games
- The site of Olympia

Contexts:

- The origins of the Games
- The cultural and political significance of the Games
- Spectators and their experiences of the Games
- (Site of Olympia is original source evidence)

Option 4: Virgil *The Aeneid*

Themes:

- Aeneas' mission
- Characterisation of Aeneas and other main characters
- The role of the hero
- The role of the gods and fate
- Virgil's literary techniques

Contexts:

- Historical context in which the epic was written
- Virgil and his relationship with the Augustan regime
- Social, moral and cultural context of the epic

Candidates are not required to demonstrate knowledge of the whole text and when completing the controlled assessment task are free to choose which relevant sections to refer to.

Option 5: Pliny *Letters*

Themes:

- His character as shown in the letters
- His purpose in writing and publishing the letters
- His relationship with and attitudes to his family and household
- His relationship with Trajan
- His role as a provincial governor

Contexts:

- Pliny's life and career
- Social, political and cultural context of his letters

His intended audience

His letters as a source of evidence for Roman society.

Candidates are not expected to have a detailed knowledge of all Pliny's Letters, and when completing the controlled assessment task are free to choose which relevant Letters to refer to.

Option 6: Roman Britain

Candidates will be expected to demonstrate a detailed knowledge of relevant archaeological and literary evidence.

Candidates should be able to demonstrate knowledge and understanding of the following:

Hadrian's Wall: its purpose and main features

The Roman army in Britain

Roman towns and buildings

Roman villas

Boudicca and Caraticus

Candidates should also be able to demonstrate knowledge and understanding of:

Archaeological sites and finds as evidence for life in Roman Britain

The Boudiccan rebellion

Roman attitudes towards Britain

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4 Schemes of Assessment

4.1 GCSE Scheme of Assessment

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For the GCSE candidates must take all four units.

For the GCSE (short course) candidates must take Unit A354 and any one other unit.

Unit A351: *City Life in the Classical World*

25% of the total GCSE marks
50% of the total GCSE Short
course marks

1 hr written paper
60 marks

This unit has **two** options: candidates answer questions from **one** option only.

Each option has **two** sections:

Section A: Candidates are required to answer **one** commentary question from a choice a **two**. Candidates must answer the **four** sub-questions set.

Section B: Candidates are required to answer **one** essay question from a choice of **two**.

All assessment objectives are assessed in this unit.

This unit is externally assessed.

Unit A352: *Epic and Myth*

25% of the total GCSE marks
50% of the total GCSE Short
course marks

1 hr written paper
60 marks

This unit has **two** options: candidates answer questions from **one** option only.

Each option has **two** sections:

Section A: Candidates are required to answer **one** commentary question from a choice a two. Candidates must answer the **four** sub-questions set.

Section B: Candidates are required to answer **one** essay question from a choice of **two**.

All assessment objectives are assessed in this unit.

This unit is externally assessed.

Unit A353: *Community Life in the Classical World*

25% of the total GCSE marks
50% of the total GCSE Short
course marks

1 hr written paper
60 marks

This unit has **two** options: candidates answer questions from **one** option only.

Each option has **two** sections:

Section A: Candidates are required to answer **one** commentary question from a choice a two. Candidates must answer the **four** sub-questions set.

Section B: Candidates are required to answer **one** essay question from a choice of **two**.

All assessment objectives are assessed in this unit.

This unit is externally assessed.

Unit A354: *Culture and Society in the Classical World*

25% of the total GCSE marks
50% of the total GCSE Short course marks

There are **six** options for controlled assessment. There will be **one** task set on **each** option. Candidates complete **one** task under controlled conditions.

Controlled assessment
60 marks

Tasks:

- Tasks will be produced by OCR and will be changed each year. Tasks will be published on OCR interchange on 1st June for submission the following May.
- **Candidates will not be permitted to submit a previous year's task for assessment in subsequent years.**
- Tasks will take the form of essay questions and will require candidates to analyse and evaluate original sources in order to investigate a particular aspect of the civilisation studied in each option.
- Each question will relate to one of the themes specified for the option on which it is set.
- **The wording of questions must not be changed by centres, but the broad nature of the questions will allow the use of a wide range of resources, so that centres can use whatever appropriate resources they have available.**
- Further guidance on resources will be available from the Classical Civilisation GCSE resources list, which will be published on the OCR website.

This Unit is internally assessed. All assessment objectives are assessed.

Please see Section 5 for more information about controlled assessment.

4.2 GCSE (short course) Scheme of Assessment

Units for the GCSE (short course) are the same as those for the full course.

For the GCSE (short course) candidates must take Unit A354 and any one other unit.

4.2 Entry Options

GCSE candidates must be entered for all 4 units: A351, A352, A353, and A354.

GCSE (Short Course) candidates must be entered for unit A354 and one other unit (A351, A352 or A353).

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification codes:

OCR GCSE in Classical Civilisation – J280

OCR GCSE (Short Course) in Classical Civilisation – J080

4.3 Tiers

This scheme of assessment consists of **two** tiers: Foundation Tier and Higher Tier. Foundation Tier assesses Grades C to G and Higher Tier assesses Grades A* to D. Candidates will be entered for either the Foundation Tier or the Higher Tier.

In no circumstances will a candidate entered for the Foundation Tier be awarded a grade higher than Grade C. Candidates achieving marginally less than the minimum mark for Grade D on the Higher Tier will be awarded Grade E. Candidates failing to achieve this standard will be ungraded.

4.4 Assessment Availability

There is one examination series each year, in June.

The first assessment will be in June 2010 for all four units.

4.5 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Knowledge

- Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world;

AO2 Understanding

- Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world

AO3 Interpretation and evaluation

- Interpret, evaluate and respond to literature and its contexts and/or sources related to society and values of the classical world.

AO weightings – GCSE

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A351: <i>City Life in the Classical World</i>	8.75	7.5	8.75	25%
Unit A352: <i>Epic and Myth</i>	8.75	7.5	8.75	25%
Unit A353: <i>Community Life in the Classical World</i>	8.75	7.5	8.75	25%
Unit A354: <i>Culture and Society in the Classical World</i>	8.75	7.5	8.75	25%
	35%	30%	35%	100%

AO weightings – GCSE (Short Course)

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE (Short Course)			Total
	AO1	AO2	AO3	
Unit A351 or Unit A352 or Unit A353	17.5	15	17.5	50%
Unit A354: <i>Culture and Society in the Classical World</i>	17.5	15	17.5	50%
	35%	30%	35%	100%

4.6 Quality of Written Communication

Quality of written communication is assessed in all units.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- present information in a form that suits its purpose;
- use a suitable structure and style of writing.

Quality of written communication is assessed in Section B of the examined papers and throughout the controlled assessment task.

5 Controlled Assessment

5.1 The controlled assessment unit

Unit A354 has been designed to be internally assessed, applying the principles of controlled assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but the Scheme of Assessment section includes more detail and specific requirements.

5.2 Task setting

5.2.1 The OCR approach

OCR will assume a high level of control in relation to the setting of tasks. One controlled assessment task will be available from OCR for each of the six options within the controlled assessment unit. These tasks will be changed every year. These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment tasks.

5.2.2 Using controlled assessment tasks

Centres can choose from the six tasks offered by OCR each year. Each candidate must complete one task. It is not compulsory for all candidates from any one centre to complete the same task, but it is acceptable for them to do so. These tasks have been written to allow centres to contextualise the task to best suit their centre specific circumstances.

The wording of controlled assessment tasks should not be changed by centres, however each task has been written to allow the use of a wide range of resources, and centres can use whatever appropriate resources are available to them. When considering appropriate resources centres should not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level.

The same OCR controlled assessment task must NOT be used as the practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment tasks as guidance.

5.3 Task taking

5.3.1 The OCR approach

For GCSE in Classical Civilisation task taking has been divided into two categories; research/data collection and analysis and evaluation of findings. OCR will assume a limited level of control for research/data collection and a high level of control for analysis and evaluation of findings. The task taking parameters will be defined for several key controls and the remainder set by centres as outlined below.

5.3.2 Definitions of the controls

Research/data collection – limited control

- (a) **Authenticity control:** Candidates may research the task set without direct supervision. They should keep a record of all sources used so they are able to provide acknowledgement and referencing of all sources used during analysis and evaluation.
- (b) **Feedback control:** Candidates can be given support and guidance during the research/data collection phase of task taking. Centre staff can explain the task, advise on how the task could be approached, advise on resources and alert the candidate to key things that must be included in their evaluation and analysis of findings (such as inclusion of original sources, interpretation and evaluation of those sources and full referencing of all sources used).
- (c) **Time control:** There is no time limit imposed by OCR to complete the research/data collection element of the assessment tasks as specified within this unit.
- (d) **Collaboration control:** The work of individual candidates may be informed by working with others during the research/data collection stage of task completion.
- (e) **Resource control:** Candidates' access to resources is limited by those available to the centre. Candidates may have access to the internet during research/data collection.

Analysis and evaluation of findings – high control

- (a) **Authenticity control:** Candidates will complete all work for assessment under direct supervision by an appropriate member of centre staff. The member of staff must be able to authenticate the work and must insist that all sources are acknowledged and referenced.
- (b) **Feedback control:** Candidates should not be given any feedback during analysis and evaluation of findings.
- (c) **Time control:** There is no time limit imposed by OCR to complete the analysis and evaluation element of the assessment tasks as specified within this unit. There is a word limit of 2000 words. Candidates should be given enough time that they are able to complete the task.

(d) Collaboration control: Candidates must not work with others during completion of analysis and evaluation of findings.

(e) Resource control: During analysis and evaluation candidates should have access only to the notes they have made during the research/data collection phase of task taking. It is the responsibility of the centre to ensure that these are research notes and do not include a draft or final version of the task, as the analysis and evaluation of findings must be completed under supervised conditions. If candidates complete analysis and evaluation in several separate sessions, it is the responsibility of the centre to ensure that candidates do not add to the task between sessions and that all analysis and evaluation of findings takes place under supervised conditions.

If candidates are completing the evaluation and analysis of findings using a computer, the centre must ensure that they do not have access to e-mail or to the internet, or to any notes other than the notes they made during the research/data collection phase of task taking.

5.3.3 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the controlled assessment unit are imposed.

5.3.4 Completing the tasks

Candidates should be allowed sufficient time to complete the task. The task can be completed over several separate sessions. It is the responsibility of the centre to ensure that all work on the evaluation and analysis of findings is completed with a high level of control under formal supervision.

Each candidate must produce individual and authentic evidence for the task they are completing.

Centre staff may give support and guidance to candidates during the research/data collection stage. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for candidates to be provided with model answers or to work through answers in detail. Candidates should not produce drafts during the research/data collection phase of task completion, and centre staff should not give candidates further guidance during the evaluation and analysis of findings phase of task completion.

Candidates may use information from any relevant source to help them with producing evidence for the task.

Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

5.3.5 Presentation of work

Candidates must observe certain procedures in the production of controlled assessments.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:

centre number;
 centre name;
 candidate number;
 candidate name;
 specification code and title;
 assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure with each file clearly named with the unit code, centre number and candidate number.

5.4 Task marking

5.4.1 The OCR approach

For GCSE Classical Civilisation OCR will assume a medium level of control in relation to the marking of tasks. All controlled assessed tasks will be marked by the centre assessor(s) using the GCSE Classical Civilisation marking grid for controlled assessment and guidance and moderated by the OCR appointed moderator. For this GCSE in Classical Civilisation external moderation will take the form of postal moderation or e-moderation where evidence in a digital format is required.

5.4.2 Applying the assessment criteria

The starting point for marking the tasks is the GCSE Classical Civilisation marking grid for controlled assessment. This contains levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

5.4.3 Use of 'best fit' approach to marking grids

The assessment task for the controlled assessment unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives, one of the five descriptors provided in the marking grid for that assessment objective, that most closely describes the quality of the work being marked, should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded;
- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded;
- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per assessment objective will be entered. The final mark for the candidate for the unit is out of a total of 60 and is found by totalling the marks for each of the assessment objectives.

5.4.4 Authentication

Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout their research/data collection, but they must be supervised during production of analysis and evaluation of findings. The teacher/course tutor must exercise sufficient supervision that they are confident that the notes produced during research data collection are the only resource candidates have access to during analysis and evaluation, in order to be in a position to judge the authenticity of the candidate's work.

Wherever possible during research/data collection, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to provide general feedback and to judge the authenticity of the work produced during the evaluation and analysis of findings.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The

rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

5.4.5 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

5.4.6 Moderation

All controlled assessment tasks are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendix B.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each candidate's file.

5.5 Minimum Requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed unit, then the candidate should be indicated as being absent from that unit on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

6 Technical Information

6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for controlled assessments.

It is essential that unit entry codes are quoted in all correspondence with OCR. See Section 4.2 for unit entry codes.

For Foundation Tier, enter for A351/F. For Higher Tier, enter for A351/H.

Externally Assessed Units

Unit Entry code	Entry Option Code	Component code	Tier	Unit titles
A351	F	/01	Foundation	<i>City Life in the Classical World</i>
	H	/02	Higher	
A352	F	/01	Foundation	<i>Epic and Myth</i>
	H	/02	Higher	
A353	F	/01	Foundation	<i>Community Life in the Classical World</i>
	H	/02	Higher	

Controlled Assessment Unit

Unit Entry code	Component code	Submission method	Unit title
A354	/01	<i>Postal moderation</i>	<i>Culture and Society in the Classical World</i>
	/02	<i>OCR-Repository</i>	

6.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for [either] the full course or short course qualification certification.

6.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE or GCSE (Short Course).

Candidates may enter for the qualifications an unlimited number of times.

6.4 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification J280.
- GCSE (Short Course) certification J080.

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

Short Course GCSE and GCSE certification is available from June 2010.

6.5 Grading

Both GCSE (Short Course) and GCSE results are awarded on the scale A*-G. Units are awarded a* to g. Grades are awarded on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Both GCSE (Short Course) and GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit e.g. 81/120.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

Tier	(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
			a*	a	b	c	d	e	F	g	
F	25%	83	/	/	/	72	60	48	36	24	0
H	25%	120	108	96	84	72	60	54	/	/	0

Higher tier candidates may achieve an "allowed e". Higher tier candidates who miss a grade 'e' will be given a uniform mark in the range f-u but will be graded as 'u'.

In Foundation Tier, candidates achieving less than the minimum mark for Grade G will be ungraded. In Higher Tier, candidates achieving marginally less than the minimum mark for Grade D may be awarded Grade E or will be ungraded.

Candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following Uniform Mark Scale.

Qualification	Qualification Grade									U
	Max UMS	A*	A	B	C	D	E	F	G	
GCSE	480	432	384	336	288	240	192	144	96	0
GCSE (Short Course)	240	216	192	168	144	120	96	72	48	0

Awarding Grades

The written papers will have a total weighting of 75% and controlled assessment a weighting of 25% within the Full Course, the Short Course will be weighted at 50% for the written papers and 50% for controlled assessment.

A candidate's uniform mark for each paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

6.6 Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the *Administrative Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from the OCR website.

6.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

6.8 Guided Learning Hours

GCSE Classical Civilisation requires 120-140 guided learning hours in total.

GCSE (Short Course) Classical Civilisation requires 60-70 guided learning hours in total.

6.9 Code of Practice/ Common Criteria Requirements/ Subject Criteria

These specifications comply in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Classical Civilisation.

6.10 Prohibited Qualifications and Classification Code

Candidates who enter for the OCR GCSE specifications may not also enter for any other GCSE specification with the certification title Classical Civilisation in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

The classification code for these specifications is 6530.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

6.11 Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

Candidates with a visual impairment may find this subject difficult to access fully.

6.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6.13 OCR Repository

The OCR-Repository allows centres to store controlled assessment electronically and to submit their moderation sample in electronic format.

The OCR GCSE Classical Civilisation Unit A354 can be submitted electronically: please check Section 4.1 for unit entry codes for the OCR-repository.

More information on the OCR-Repository can be found in Appendix C: Guidance for the Production of Electronic Assessment.

7 Other Specification Issues

7.1 Overlap with other Qualifications

There is no significant overlap between the content of these specifications and those for other GCSE qualifications.

7.2 Progression from these Qualifications

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

These specifications offer opportunities in all units and options, which can contribute to an understanding of these issues by:

- Presenting the study of societies and cultures that are alien to the candidate's own, and of their moral and ethical values and religious beliefs.
- Promoting awareness of aspects of human life other than the physical and material
- Providing opportunities for the analysis of works of literature, art and philosophy which offer a profound insight into the morality of human behaviour.

7.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements

There are no sustainable development issues or health and safety considerations in these specifications.

7.5 Avoidance of Bias

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

7.6 Language

These specifications and associated assessment materials are in English only.

7.7 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A351	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A352	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A353	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A354	✓	✓			✓	✓			✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

7.8 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Classical Civilisation.

7.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course.

Through the study of classical civilisations and literature candidates learn about their religious, moral, ethical, social and cultural values. This provides candidates, through the comparison of these values with those of society today, with opportunities to:

- experience, appreciate and relate to cultures far removed from their own
- explore and discuss with others spiritual issues and religious beliefs
- express personal views on moral and ethical issues
- analyse the conduct of individuals and societies
- explore notions of family, community, and society, and their impact on individuals and groups
- consider how cultural issues are portrayed through literature

The study of cultural issues helps candidates to develop the skills of enquiry and communication, by providing opportunities to

- research spiritual, moral, social and cultural issues from a variety of sources
- express, justify and defend orally and in writing personal opinions about such issues
- contribute to group and exploratory class discussions.

Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Grade F

Candidates recall, select and organise limited knowledge of the classical world. They demonstrate some understanding of the customs, institutions, events and/or achievements of the classical world.

They offer a personal response at a basic level to interpret an author's ideas, opinions and literary techniques.

They select and use evidence, draw simple conclusions and, where appropriate, make simple comparisons between the classical world and later times.

Grade C

Candidates recall, select and organise relevant and sound knowledge of the classical world. They demonstrate a sound understanding of the customs, institutions, events and/or achievements of the classical world.

They evaluate, interpret and offer a personal response to an author's ideas, opinions and literary techniques.

They interpret and analyse evidence to draw relevant conclusions and, where appropriate, make reasoned comparisons between the classical world and later times.

Grade A

Candidates recall, select and organise relevant and detailed knowledge of the classical world. They demonstrate a thorough understanding of the customs, institutions, events and/or achievements of the classical world.

They evaluate, interpret and construct an informed personal response to an author's ideas, opinions and literary techniques.

They interpret, analyse and evaluate evidence in depth to reach reasoned and substantiated conclusions and, where appropriate, make perceptive comparisons between the classical world and later times.

Appendix B: Marking Criteria for Controlled Assessments

GCSE Classical Civilisation marking grid for controlled assessment

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
Thorough	17-21 Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.	15-18 Demonstrates thorough understanding of evidence with clear and detailed explanation.	17-21 Thorough evaluation with detailed analysis of evidence. They construct an informed personal response to the question.
Sound	12-16 Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.	11-13 Demonstrates sound understanding of evidence with explanation.	12-16 Sound evaluation with analysis of evidence. They offer a personal response to the question.
Some	8-11 Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview. Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.	7-10 Demonstrates some understanding of evidence with some explanation.	8-11 Some evaluation with some analysis of evidence. They offer a personal response to some of the question.
Limited	4-7 Demonstrates limited relevant knowledge and information. Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.	4-6 Demonstrates limited understanding of evidence.	4-7 Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/None	0-3 Demonstrates minimal or no relevant knowledge. Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.	0-3 Demonstrates minimal or no understanding of evidence.	0-3 Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

Appendix C: Guidance for the Production of Electronic Controlled Assessment

The Controlled Assessment Unit A354 comprises one task. Candidates may also submit images that form part of the evidence for the task. The task and any supporting evidence, such as images, form the Controlled Assessment portfolio, stored electronically.

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page.'

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code A354, so that the portfolio is clearly identified as the work of one candidate.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format. (Further information on this topic is provided in the separate OCR guidance on digital Controlled Assessment submissions).

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Word processed documents or PowerPoint presentations must be converted to HTML or PDF formats before submission. OCR will not accept compressed (zipped) file formats. Where new formats become available that might be acceptable, OCR will provide further guidance.

It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

HTML (*.html, *.htm)

XML (*.xml)

CSS (*.css)

XSL (*.xsl/*xslt)

Text formats

PDF (.pdf)

Please consult OCR guidance on digital Controlled Assessment submissions for advice on compatibility of versions of these file formats.